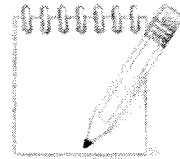


Name: _____



First Grade Homework Room 6 & 18

Week of: February 17, 2014

Return on: February 21, 2014

* The spelling test is on Friday, Feb. 21

Instructions:

1. Read daily for at least 15 minutes and complete the attached reading log. Work on the other attached worksheets. Complete at least one math, one Language Arts, and one Chinese page each day.
2. Please have an adult check your work, and have them help you correct any errors.
3. Turn in completed packet on **Friday**.

My child has completed all of the assigned homework and we have reviewed it together.

Parent Signature: _____

*Room 6 :

English spelling test: Every Friday or the last day of the week

Chinese word test: Every Monday or the first day of the week

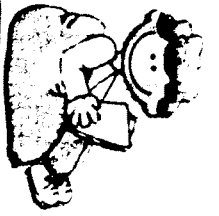
* 2/13, 2/14, 2/17 – No school.

First Grade Spelling Words
Theme 4 Week 4



1. find
2. night
3. by
4. kind
5. right
6. my
7. boat
8. no
9. never
10. should

Challenge words:
bright dry

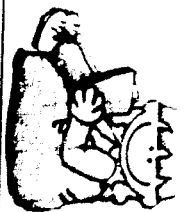



Please read with your child for 15 minutes each day

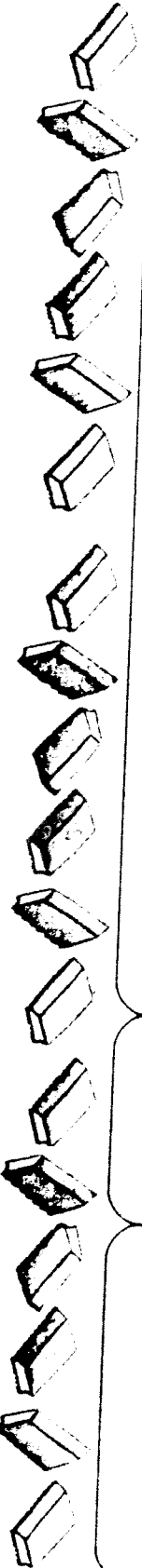


Reading Log

Once upon
a time



Sample	Monday	Tuesday	Wednesday	Thursday
 My Friend Rabbit				
Book Title	Book Title	Book Title	Book Title	Book Title
Minutes	Minutes	Minutes	Minutes	Minutes
() > Adult Signature	() > Adult Signature	() > Adult Signature	() > Adult Signature	() > Adult Signature



Spelling Homework

Write your spelling words three times each.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Write your spelling words in ABC order:

_____, _____, _____,

_____, _____, _____,

_____, _____, _____,

Name _____

As I read, I will pay attention to dialogue.

08 Mouse and Rat were playing outside. Then they
16 heard someone shout, "Go away. You are too
24 loud." They looked all around, but they could
33 not see who was talking. Then the voice said,
39 "Look up here in the tree."
49 They saw a brown owl. Owl said, "I am trying
52 to sleep now."
58 "But it's light out," said Mouse.
68 "Yes! Owls sleep in the day. We hunt at night,"
70 said Owl.
81 "Now be quiet down there or I will hunt for you
89 tonight!" Mouse and Rat ran away where they
would not be found. 93

Please practice reading this fluency passage daily. The goal is to be able to read it smoothly without errors. If it is difficult, master a sentence a day. If it is has become easy, just read it once through and then read a book of your choice. This can help count toward the 15 minutes of reading each day.

My child has read this passage each day.

Parent signature _____



Name _____

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- | | | |
|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> A. nose | 1. <input type="radio"/> A. skrub | 2. <input type="radio"/> A. sttrike |
| <input type="radio"/> B. noes | <input type="radio"/> B. scrub | <input type="radio"/> B. strike |
| <input type="radio"/> C. noze | <input type="radio"/> C. srucb | <input type="radio"/> C. srtike |
| 3. <input type="radio"/> A. string | 4. <input type="radio"/> A. scrpe | 5. <input type="radio"/> A. trhone |
| <input type="radio"/> B. strink | <input type="radio"/> B. srcap | <input type="radio"/> B. thron |
| <input type="radio"/> C. strnig | <input type="radio"/> C. scrap | <input type="radio"/> C. throne |
| 6. <input type="radio"/> A. thril | 7. <input type="radio"/> A. slpit | 8. <input type="radio"/> A. splash |
| <input type="radio"/> B. thrill | <input type="radio"/> B. splitt | <input type="radio"/> B. splahs |
| <input type="radio"/> C. trhil | <input type="radio"/> C. split | <input type="radio"/> C. slpash |
| 9. <input type="radio"/> A. does | 10. <input type="radio"/> A. girll | |
| <input type="radio"/> B. deos | <input type="radio"/> B. gerl | |
| <input type="radio"/> C. dosse | <input type="radio"/> C. girl | |

Name _____

Compare and contrast these pictures.



1. Is the number of kids the same? _____

2. Is the number of dogs the same? _____

3. Is the number of pets the same? _____

Tell other ways the pictures are alike and different.

Name _____

A **contraction** is a short way of writing and saying two words.

Use an **apostrophe** (') to take the place of letters that are left out of a contraction.

Circle the contractions that are not correct.

Write the contractions correctly.

Write C if the contraction is correct.

1. Mom doesnt' like us to be late.

2. You arent going to miss the bus!

3. The bus isnt here yet.

4. It wasn't on time.

5. We are glad it did'nt splash us.

To the Teacher: Have children complete the page independently.
Ask children to add to the passage on a separate piece of paper.

Name _____

Add a word to make these sentences more interesting or colorful.

1. The _____ boat bobs on the water.

2. The _____ cat purrs softly.

3. The grass is tall and _____.

4. The _____ smell fills the air.

5. Clank! Clank! The _____ train chugs down the track.

6. The _____ bat dives in the night.

7. The _____ frog jumped into the pond.

Name _____

Grammar:
*Has and Have*Write has or have to complete each sentence.

1. He _____ a pile of used papers.

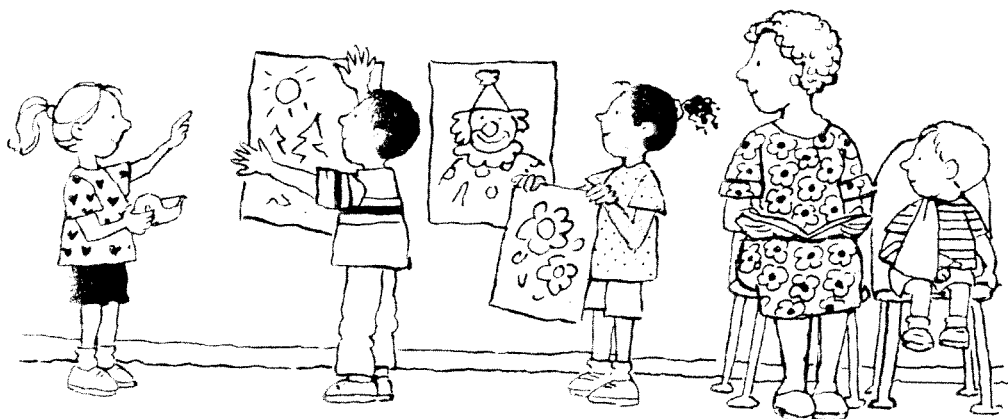
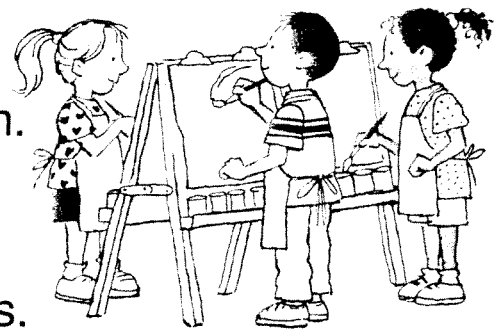
2. They all _____ a blank side.

3. Tekla _____ a good plan.

4. We _____ some brushes.

5. The girls and boys _____ fun.

6. This one _____ a funny face on it.



Practice

Structural Analysis:
Inflectional Endings:
-ed, -ing

Name _____

When you add **-ing** or **-ed** to a word that ends with a vowel and a consonant, double the final consonant.

run + ing = **running** Sam is **running** down the hill.

sip + ed = **sipped** Nan **sipped** the water.

Change each word to complete the sentence.
Double the final consonant.



1. Mike _____ on the ice on the pond.

slip + ed =



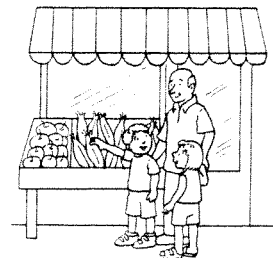
2. We are _____ the ball game today.

win + ing =



3. Sam likes _____ the three funny pups.

pet + ing =



4. We _____ at the shop.

stop + ed =



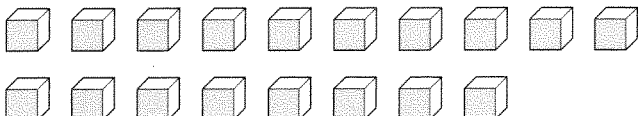
R 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

Name _____

Reteaching

12-6

Problem Solving: Make an Organized List

How many ways can you show 18 with tens and ones? 

How many tens are in 18? 1

How many ones are left over? 8

Tens	Ones
1	8
0	18

Break apart a ten into 10 ones.

How many ones are there? 18

Make a list to show the ways.

1. Olivia wants to show 25 with tens and ones.
Make a list to show the ways.

Tens	Ones
2	5

Reasonableness

2. Penny says there are 4 ways to make 26.
Is she correct?

Yes

No

Problem Solving: Make an Organized List

Use cubes and make a list to solve.

1. Kelly shows all the ways to make 49 as tens and ones. What ways does she show?

Tens	Ones

2. Marc wants to show 34 as tens and ones. What are all the ways he can show?

Tens	Ones

Reasoning

3. Hector's list shows ways to make 52, but he forgot 1 way. Which numbers are missing from his list?

☐ 5 and 12

☐ 4 and 12

☐ 4 and 22

☐ 3 and 12

Tens	Ones
5	2
3	22
2	32
1	42
0	52

Name : _____ Score : _____

Teacher : _____ Date : _____

Complete the Skip Counting Series

- 1) 0, 2, 4, __, __, __, __, __
- 2) 10, 12, 14, __, __, __, __, __
- 3) 1, 3, 5, __, __, __, __, __
- 4) 8, 10, 12, __, __, __, __, __
- 5) 2, 4, 6, __, __, __, __, __
- 6) 13, 15, 17, __, __, __, __, __
- 7) 19, 21, 23, __, __, __, __, __
- 8) 4, 6, 8, __, __, __, __, __
- 9) 15, 17, 19, __, __, __, __, __
- 10) 9, 11, 13, __, __, __, __, __
- 11) 12, 14, 16, __, __, __, __, __
- 12) 17, 19, 21, __, __, __, __, __

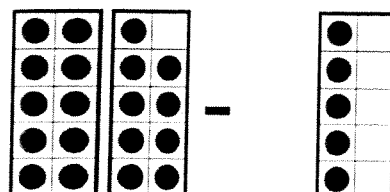


Name : _____

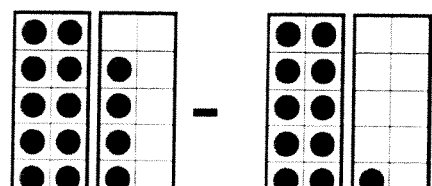
Score : _____

Teacher : _____

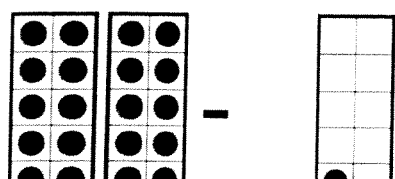
Date : _____



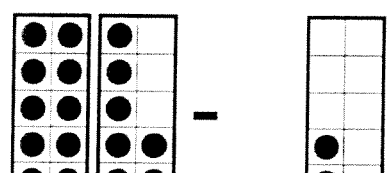
$$19 - 5 = \underline{\quad}$$



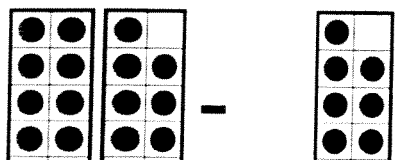
$$14 - 11 = \underline{\quad}$$



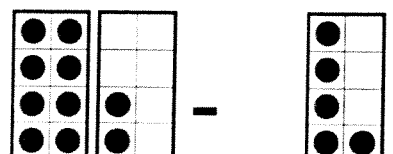
$$20 - 1 = \underline{\quad}$$



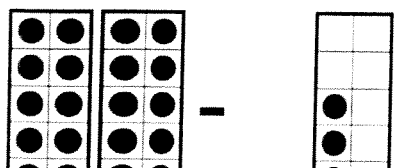
$$17 - 2 = \underline{\quad}$$



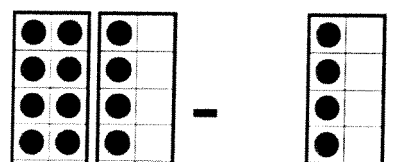
$$19 - 9 = \underline{\quad}$$



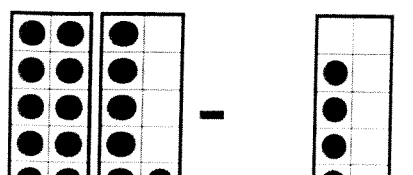
$$13 - 7 = \underline{\quad}$$



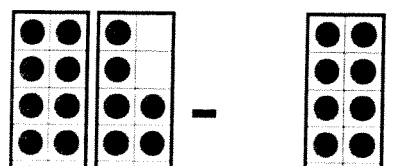
$$20 - 3 = \underline{\quad}$$



$$15 - 6 = \underline{\quad}$$



$$16 - 4 = \underline{\quad}$$



$$18 - 10 = \underline{\quad}$$



Math practice 1-31-2014

Joe has **15** blocks. He uses some of the blocks to build a tower. The number of blocks he uses is the same as the number of blocks left over. How many blocks could Joe use to build his tower?

1. Complete the model to solve the problem.



2. Write a number sentence to solve the problem.

_____ () _____ = _____

3. Write the numbers.

Joe uses _____ blocks.

He has _____ blocks left over

4. Compare two numbers use < or >

- A. 11 _____ 9 B. 8 _____ 5 C. 6 _____ 10 D. 21 _____ 19
- E. 32 _____ 23 F. 12 _____ 21

5. 1-100

	9			12			15		
--	---	--	--	----	--	--	----	--	--

	22				26		28		
--	----	--	--	--	----	--	----	--	--

12	14				22				
----	----	--	--	--	----	--	--	--	--

23		27			43				
----	--	----	--	--	----	--	--	--	--

15	20				40			55	
----	----	--	--	--	----	--	--	----	--

0	10			40			70		
---	----	--	--	----	--	--	----	--	--

6. Use the school schedule to answer the questions

Time	Class
8:30	English
10:00	Math
12:30	Writing
1:00	Chinese
2:00	Music

1. What time does Math start? _____

2. What class starts a half hour after Writing? _____

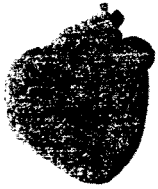
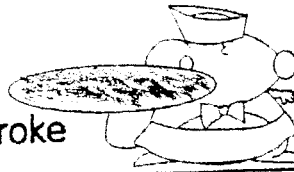
第十二课

你想吃什么?

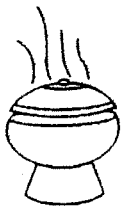
xiě yì xiě bù shǒu

写一写部首

How to write stroke by stroke



心 (忄)	xīn	heart	心	心	心	心	心	心	心



食 (饣)	shí	food, to eat	食	食	食	食	食	食	食

xiě yì xiě

写一写

dú yì dú

读一读

Read and Write

New Words 生字	Radicals 部首	Write the characters 写一写						Read aloud 读一读
xiǎng	xīn	xiǎng						bù xiǎng
想	心	想						不想

zhǎng y
长 康
rent's Co

dì shí èr kè
第十二课

nǐ xiǎng chī shén me
你想吃什么？

xiě yì xiě dú yì dú
写一写，读一读

Read and Write

New Words 生字	Radicals 部首	Write the characters 写一写					Read aloud 读一读
shén	rén	shén					shén me
什	亻	什					什么
me	piě	me					shén me
么	丿	么					什么
è	shí	è					è le
饿	饣	饿					饿了
hē	kǒu	hē					hē shuǐ
喝	口	喝					喝水
le	yǐ	le					kě le
了	乙	了					渴了

jiā zhǎng yì jiàn
家长意见:
Parent's Comment:

qiān míng
签名:
Signature: _____

dì shí èr kè
第十二课

nǐ xiǎng chī shén me
你想吃什么？

xiě yì xiě dú yì dú
写一写，读一读

Read and Write

New Words 生字	Radicals 部首	Write the characters 写一写						Read aloud 读一读
shén	rén	shén						shén me
什	亻	什						什么
me	piě	me						shén me
么	丿	么						什么
è	shí	è						è le
饿	饣	饿						饿了
hē	kǒu	hē						hē shuǐ
喝	口	喝						喝水
le	yǐ	le						kě le
了	乙	了						渴了

jiā zhǎng yì jiàn
家长意见:
Parent's Comment:

qiān míng
签名:
Signature: _____

名字: _____

drink

喝

hē

喝喝喝喝

1 口 口 口' 口 口 口 口

个我

è

饿

/ 个 个 个 个 个 个 个 个

名字: _____

姓		名	